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ABSTRACT

Educators hold varied opinions about the nature of the social foundations of education. The social-foundations perspective generally characterizes education as an integrated multidisciplinary approach to the study of education, which focuses on the relationship among social conditions, values, and educational policies. This paper supports the social-foundations perspective and presents a paradigm for analyzing educational policy from that perspective. The paradigm examines the relationships among values, social conditions, and educational policies. The inquiry steps of educational policy analysis are descriptive analysis, critical evaluation, and speculative analysis. The social-foundations analysis integrates descriptive data from the social sciences, provides a historical context for understanding the relationship between social conditions and the role of the school, and applies the descriptive-analytical, critical-evaluation, and speculative tasks of the philosopher of education. In conclusion, social-foundations inquiry can make fruitful use of democratic values, history, and the social-science disciplines, by calling for a profound analysis of social conditions and the relationship of educational policy to social action. Contains a 16-page annotated bibliography. (LMI)

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A SOCIAL FOUNDATIONS APPROACH TO EDUCATIONAL POLICY ANALYSIS

by David E. Washburn

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A SOCIAL FOUNDATIONS APPROACH TO EDUCATIONAL POLICY ANALYSIS

The role and nature of the social foundations, since its origins, have been matters of contention (see annotated bibliography). However, the social foundations are tied to the notion that education can be approached as an academic discipline. In fact, the first courses offered in education at the university level were general and theoretical in nature. Courses entitled Educational Praxis, The Theory of Teaching, and The History of Educational Theories and Practices in America were offered a the University of Wisconsin in 1884-85 and The History of Teaching and of Educational Theory, The Theory of Teaching, and The Art of Teaching at Harvard in 1891.[1] In 1896 John Dewey presented his view of "Pedagogy as a University Discipline,"[2] and at Illinois, where Professor Charles H. Johnston..."developed and offered two courses dealing with the role of the school in the social order, the history, philosophy, and sociology of education provided the core of the teacher education curricula from 1891 through 1917."[3]

However, approaching education as a university discipline is in sharp contrast to the practitioner orientation rooted in the normal schools and the "science of education" movement begun by Charles Judd of the University of Chicago during the 1920's. There has been an uneasy alliance among the representatives of each of these orientations in the teacher education professoriate. In spite of the fact that the earliest courses offered in education were academic and foundational in nature, that orientation is generally the least powerful politically in teacher education where the "methods" and tests and measurements faculty outnumber those interested in interpretive, normative, and critical studies of education. Further, over

50% of the social foundations courses offered nationally are taught by persons who do not hold a doctorate in the field.[4] For these and other reasons institutions offering doctorates in the field are in decline and a debate is now raging among social foundations specialists over the aims, content, and methods appropriate to social foundations as a field of inquiry in education.

This crisis in the social foundations of education was the focus of the Fall 1993 issue of the American Educational Studies Association's (AESA) journal Educational Foundations which contained a draft position paper of the AESA's Committee on Academic Standards and Accreditation entitled, "Toward A New Consensus Among Social Foundations Educators." This position paper, authored by Steve Tozer, was followed by eight articles reacting to the paper.

The range of opinion expressed in these articles is an indication that achieving consensus among the social foundations professoriate as to the nature and structure of their field will be a daunting task. However, if "the distinctive contribution made by social foundations instruction to effective teaching in schools" is to be realized, social foundations educators need a common discourse. Some general agreement on content and methodology must be reached if meaningful communication among the social foundations professoriate is to occur.[6] Until that time the social foundations role in teacher education remains problematic.

As Tozer points out, opinion as to the nature of the social foundations of education is diverse. However, there is a powerful tradition which characterizes the social foundations of education as an integrated multidisciplinary approach to the study of education which focuses on the

triadic relationship among social conditions, values, and educational policies.[7]

This tradition implies that education is a discipline in its own right[8] and that the social foundations of education is an area of study within the discipline which makes fruitful use of information, models, methods and theorems from history, philosophy, and the social sciences. This view supports the notion that the social foundations of education is a methodologically sound though complex integrative field of study and not merely a collection of applied disciplines.[9]

The educational policy focus for social foundations inquiry is well documented.[10] This approach has been summarized as follows:

> Social foundations, as a field, is concerned with those aspects and problems of society which need to be taken into account in determining educational policy, especially as this policy concerns the social role of the school, and in determining broader social policies which affect educational policy...The problems of social foundations are the problems of policy formulation and policy evaluation set by contemporary social conditions...This definition of the field distinguishes it from educational history and philosophy on the one hand, and from educational sociology on the other.[11]

Tozer goes to the heart of the matter in the AESA position paper when he discusses the role of the social foundations of education in providing for an examination of the "social construction of fundamental meanings of school and society phenomena"[12] and the reconstruction of these meanings. This harkens to Marc Belth's seminal work Education As A

Discipline which provides a context and content for the discipline of education which those of us concerned with the parameters and methodology of the social foundations as a field of study in education may put to fruitful use.

Belth viewed education as a methodological discipline designed for inquiry into the inquiry process. He believed education was a discourse constructed for discourse inquiry which provided a method for the analysis of method. The subject matter for education, according to Belth, is the structure of thought in the various disciplines and theories, models, and methods of discourse categories. Education is, therefore, the generic discipline subsuming all other disciplines and has as its function the analysis of principles of inquiry and improvement of the inquiry process.[13]

Belth states,"...education is actually the study of the nurturing of conceptual invention."[14] Each disciplinary context (e.g. sociology, anthropology, psychology) provides theorems, models, and methods for creating reality. As theorems, models and methods are evaluated and modified new realities emerge. The study of education, according to Belth, involves the critical investigation and reconstruction of these alternative contexts for reality and value formation and knowledge construction. The various theories within each discipline are the basis of thinking at a certain period in time and legislate alternative conclusions. If you know how to employ a given model, you can discover a certain range of meanings. As new theories are developed new meanings can emerge. Education, as the generic discipline, involves the study of the manner in which these theories are constructed and used within the disciplines it subsumes. It also involves the reconstruction of theories and the creation of new ones. "In light of this, the knowledge

required to educate is knowledge about the procedures for inventing theories and models."[15]

For Belth, "the goal of education...is to nurture the ability to examine how [concepts] were arrived at and how they are tested, as well as to develop the understanding and skill needed to invent new meanings and new relationships."[16]

The distinctive task of the social foundations of education in this process was defined, in part, by Richard L. Derr, who developed a paradigm for social foundations inquiry.[17] The categories of variables Derr saw as the focus of social foundations study include *policies* ("generalized courses of action designed to give direction to the major areas of the school's operation"), *values* ("desired outcomes which are or could be associated with the school's operation"), and *social conditions* ("culturally patterned regularities in behavior within and external to the school which influence the school's operation").[18] The relationships among these variables he states as follows: "*Policies* are adopted in order to achieve *values*. Differences in the effectiveness of alternative policies in achieving *values* is a function of differences in the extent to which they adapt the school to underlying *social conditions*."[19] He goes on to say that the "...paradigm would focus research in social foundations on the problem of determining which of a number of alternative...policies are most likely to achieve certain designated educational values...Its research would be theoretical in nature."[20]

The analysis, evaluation, and formulation of educational policies within the parameters of these variables have remained concerns of the social foundations field since its inception. However, we are presently confronted

with conceptual confusion as to the nature and structure of the social foundations field. The challenge before the social foundations professoriate is to develop a model for social foundations inquiry which reconnects the foundations field, methodologically, to its roots and resolves the conceptual dilemmas in which the field is presently imbedded. In an effort to meet this challenge, we hereby offer a social foundations approach to educational policy analysis which rests upon the traditions of the field[21] and is related to the Belthian notion of education as a discipline. It assumes that systematic approaches to the solution of social and educational problems are preferable to non-systematic approaches. The development of conceptual systems for viewing social and educational problems precedes the analysis of these problems (this entails theory construction and model building). The systematic and precise analysis of problems entails precision in definition of the problem areas and problem elements. The solution of a problem involves an extension of the analysis to include the logical consequences of policy statements which have been constructed to confront the problem. The selection of the most appropriate policy entails evaluation. The evaluation is dependent on the value bases upon which the conceptual system which is being utilized rests. Conceptualization, therefore, precedes meaningful description and evaluation and shapes action.

An initial step in the process of analyzing educational policy from a social foundations perspective is the development of a paradigm which serves as a general pattern for the inquiry and which provides structure for the analysis. This paradigm which may be looked upon as the framework for the social foundations approach to educational policy analysis is an abstract calculus that is the logical skeleton of the analytic system. It, therefore,

implicitly defines the basic notions of the system. The paradigm encompasses the whole range of what we wish to explore. It is a general statement through which an analytic framework may be developed.

In adopting Derr's paradigm, the initial variables are the values which are to be realized through the application of the policy statement. In a complex society such as our own, general agreement on criterion values for constructing educational policies may be difficult to reach. Can national standards for educational policy be constructed for a structurally pluralistic, multicultural, multiracial, socio-economically heterogeneous, geographically diverse society? Many attempts have been made. The plethora of reform reports represent value commitments emanating from a variety of philosophic positions.

Historically, social foundations inquiry has rested upon the notion that educational policy in the United States should emanate from a core of democratic values. The primary goal of education in our country should be preparation for citizenship in a complex, pluralistic society committed to democratic ideals. Certainly, the social foundations of education has been strongly tied to the experimentalist philosophy of Charles Sanders Peirce and John Dewey and to democracy as a way of life and education. George S. Counts saw education as "statesmanship."[22] He felt that "...the highest and most characteristic ethical expression of the genius of the American people is the ideal of democracy"[23] and that educational policy should be based "...on as profound an analysis of social life as [the educator] is capable of making [and] can best be expounded by first examining the relation of education to social action."[24] Pragmatically, an educational policy may be evaluated in terms of the probable social consequences of its application

(the "by their fruits ye shall know them" test). In particular, *is the policy likely to lead to democratic outcomes?*[25]

John Dewey has informed us that democracy can be conceived as a philosophicojuristic system. Politically it provides for each citizen being afforded equal legal treatment and the opportunity to participate in the formation of the values which regulate the society. It also offers a set of principles for the conduct of human society permeated with values within political, legal, economic, and socio-cultural contexts. Among these values are included commitments to the individual and social welfare of all persons, the participation of all in a human community of judges, and recognition of individual and minority group rights. Democracy is also associated with an open, flexible, sharable method of science approach to problem solving. Solutions always remain open to amendment if their social consequences are deemed negative. Democratic methodology implies that humans are capable of self-discipline and purposive motivation.

John Dewey stated,

> The keynote of democracy as a way of life may be expressed, it seems to me, as the necessity for the participation of every mature human being in formation of values that regulate the living of men together: which is necessary from the standpoint of both the general social welfare and the full development of human beings as individuals.[26]

This growth criterion for democracy is expressed in the following manner by Vilemain and Champlin,

> Democracy, reconceived, is that quality of experience which pervades social life, and in so doing contributes to the attainment of the fullest possible growth of all toward qualitative ideals. So defined democracy is a conception about an aesthetic -- religious affair.[27]

And, Sidney Hook wrote,

> ...the ultimate commitment of democracy...must be a faith in some method by which...conflicts are resolved. Since the method must be the test of all values, it would not be inaccurate to call it the basic value in the democratic way of life. This method is the method of intelligence, of critical scientific inquiry.[28]

In a review of the writings of recognized scholars of American education and democracy, Byron F. Radebaugh[29] has developed a set of "criterion values" which may be utilized in the formation of educational policies which can be mechanisms for achieving democratic outcomes. Radebaugh was able to glean a core of values that these scholars considered to be basic in the democratic way of life through a content analysis of their works. They felt that knowledge and reflective intelligence, in an environment exemplifying commitments to the Constitutional guarantees of freedom of thought, belief, speech, and press, should be used to promote human welfare on a global basis; that rules for living should be constructed by those to whom they will be applied; that these rules should be judged on the basis of the consequences of their application in terms of the greatest good to the greatest number; that these rules should be tentative and open to amendment if that human community who formulated them deem them to be inadequate; that each citizen should have an equal opportunity to participate

in this process; that education in and for a democracy should equip each student with the conceptual wherewithal to participate fully and responsibly in all phases of democratic citizenship; that democratic education be equally accessible to all persons and act as a vehicle for righting imbalances and inequities be they social, cultural, racial, religious, gender based, political, economic, or otherwise; that intelligence be given free play in solving problems; that avenues for the free expression of minority opinion remain open and exempt from tyranny by the majority; that opinion and the free expression of ideas be held to the tests of evidence and reason; and, that pooled intelligence, consensus, and willingness to abide by mutually agreed upon rules are hallmarks of democracy. From this line of thinking one may discern that education for democracy must be so constructed as to guarantee free, open, and ongoing inquiry into alternative models for thought, as well as the evaluation and reconstruction of those models. Democratic education involves the analysis and improvement of thought and the thought process.

The second set of variables in this paradigm are those contemporary social conditions which may inhibit or enhance the realization of democratic values through education. Descriptive data from the social sciences within historical context may be fruitfully utilized to determine the efficacy of the establishment of various ends, means, and methods for the educational enterprise.

The final set of variables in this paradigm are educational policies. A policy refers to a course of action or intended course of action conceived as deliberately adopted, after review of possible alternatives. An educational policy statement can be viewed as a hypothetical or theoretical

model which on the one hand is open to experimental test in the laboratory of the school while on the other hand lends itself to conceptual analysis in terms of its theoretical adequacy. In either case the conclusions reached from the test or analysis are inextricably bound to, even legislated by, the frame of reference and criteria chosen for the evaluation. A policy "works" only in relation to criteria selected for defining what "works." For example, from one frame of reference, a policy may be considered successful if a statistically significant rise in mean standardized test scores occurs as a result of its implementation. From another, one which values growth in the ability to make logical choices among alternative courses of action or the creation of new ideas, a rise in standardized test scores may be perceived as problematic. In like manner, conceptual analysis of a policy statement may lead to a favorable response as to its theoretical adequacy from the point of view of a philosophical realist and as an utter failure by an experimentalist.

A policy statement should contain a clearly articulated formulation of the goals or anticipated ends which would result if the policy were to become operational; a precise statement of the methods to be employed in the conduct of the policy; and, the means or resources which will be needed in carrying out the policy.

The goals statement contained in a policy should provide a clear explication of the changes in the present situation which are anticipated as a result of the operational application of the policy. The methods statement should explain, in detail, the selective processes, procedures, and techniques to be utilized in the attainment of the ends. The means statement should exhaustively describe the resources and instruments, material and

otherwise, such as money, knowledge, political support, organizational capacity, administrative, curricular and instructional designs, and instructional materials, needed to carry out the policy.

Ideally, a policy statement would be the logical outgrowth of a set of basic assumptions (or uninterpreted postulates) and rules of correspondence (or criteria). These assumptions and criteria should be explicit rather than implicit. When this is not the case, the policy analyst must ferret out these elements through logical implication.

Ernest Nagel explains that the meaning of basic assumptions lies in their relationship with one another. They are not necessarily related to any tangible entity nor to any system of ideas beyond themselves. They are sets of postulates or propositions to be taken for granted for the sake of further discussion. Rules of correspondence relate the abstractions to something tangible or to other systems of ideas, thereby allowing theories to be instrumental to description, analysis, speculation, and reconstruction of observable phenomena. The educational policy statement, as theoretical model, supplies a more nearly visualizable structure using more familiar conceptual materials.[30] The basic assumptions, or philosophical frameworks, provide contexts for interpreting our world historically, socio-culturally, politically, economically, psychologically, etc. The utilization of alternative philosophic frameworks leads to alternative interpretations. These interpretations provide criteria for different policy formulations. The policy formulations are systematic statements elucidating ends, means, and methods for courses of action to guide and determine present and future options. (See Figure 1)

FIGURE 1: ELEMENTS OF AN EDUCATIONAL POLICY[8]

BASIC ASSUMPTIONS

Sets of propositions or uninterpreted postulates which express metaphysical, axiological, and epistemological commitments, conceptions of the good society and human nature.

CRITERIA

Rules of correspondence (historical, socio-cultural, political, economic, psychological and other criteria) which relate the basic assumptions to the educational arena and to contemporary social conditions.

POLICY STATEMENT

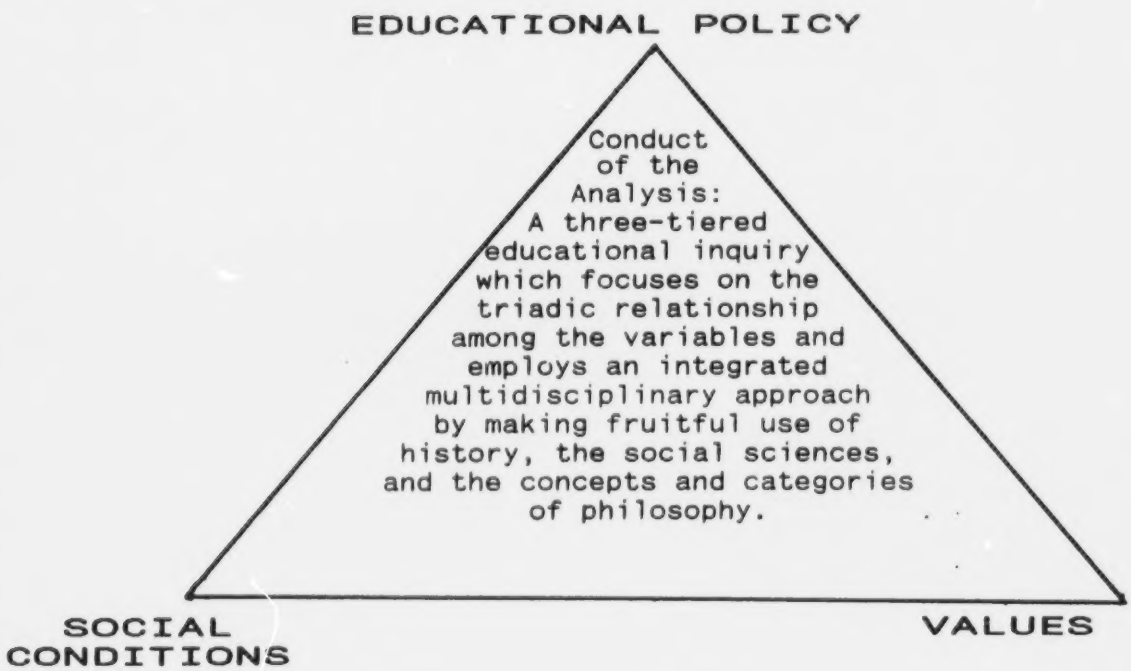
ENDS:	Clear explication of the changes in the present situation which are anticipated as a result of the operational application of the policy.
METHODS:	Explanation of the selective processes, procedures, and techniques to be utilized in the attainment of the ends.
MEANS:	Description of the resources and instruments, material and otherwise, such as money, knowledge, political support, organizational capacity, administrative, curricular and instructional designs, and instructional materials, needed to carry out the policy.

[8] These elements are not necessarily introduced as successive statements within a policy formulation but are features which can be isolated for purposes of analysis.

Analyzing educational policy from a social foundations perspective entails a clear description of the social conditions related to the particular educational policy proposed. A precise articulation and evaluation of the values to be realized through the application of the policy are necessary. Ultimately a judgment as to the relative merits of the policy proposal as a mechanism for realizing appropriate values must be made.

The conduct of the analysis includes a complex integration of: (1) descriptive data from the social sciences (recognizing that alternative social science "descriptions" are dependent upon the particular theorems, models, and methods which have been employed by social science researchers); (2) the provision of historical context for understanding the nature of the social conditions and the role of the school in relation to these conditions (realizing that historical explanation is dependent upon the conceptual referents utilized by historians); and, (3) the application of the descriptive-analytical, critical-evaluative, and speculative tasks of the philosopher of education[31] (cognizant of the likelihood that how these tools are employed is dependent upon the philosophical "school" of which the applier is an adherent). This approach is qualitative, interpretive, normative, critical, integrative, conceptual, and theoretical. (See Figure 2)

FIGURE 2: PARADIGM FOR SOCIAL FOUNDATIONS APPROACH TO POLICY ANALYSIS

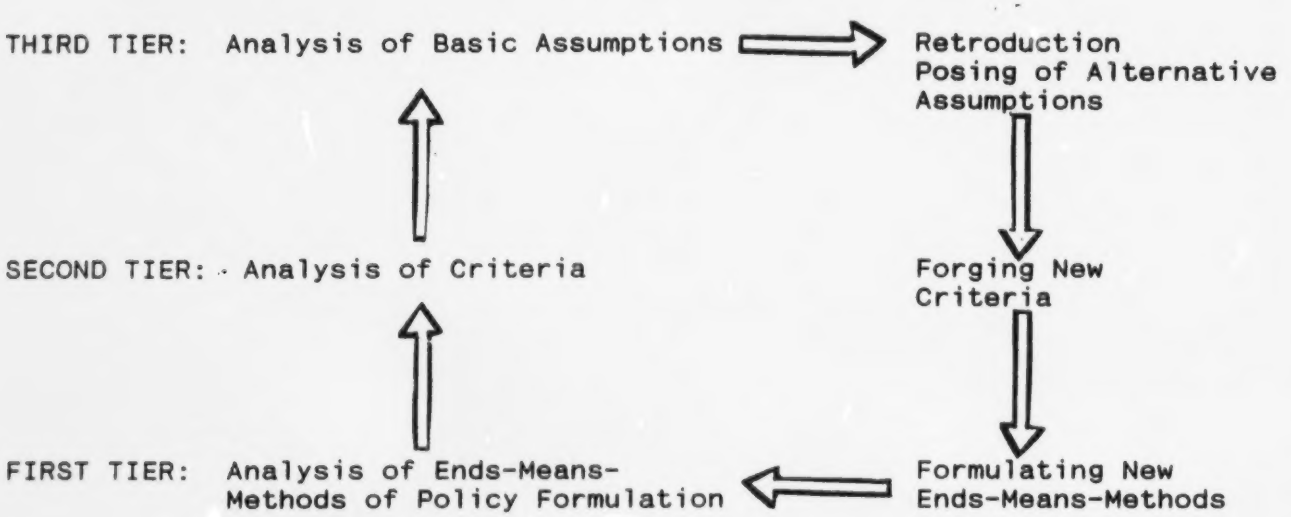

EDUCATIONAL POLICY
Conduct of the Analysis: A three-tiered educational inquiry which focuses on the triadic relationship among the variables and employs an integrated multidisciplinary approach by making fruitful use of history, the social sciences, and the concepts and categories of philosophy.
SOCIAL CONDITIONS
VALUES

In assessing an educational policy statement from a social foundations perspective one must clarify the ends which are stated or implied in the policy formulation and examine for adequacy the methods and means suggested for reaching the ends in view. This entails the clear articulation of the actions suggested by the policy statement and how these actions are to be effected. Another step in policy analysis involves making explicit the criteria and basic assumptions (for which these criteria act as rules of correspondence) stated or implied by the ends-means-methods of the policy formulation. The basic assumptions and criteria can then be categorized in

terms of their relationship to alternative philosophic positions and examined for "...consistency, meaning, expectation, and method."[32]

To the extent that the social foundations analyst finds an educational policy statement inadequate either because it lacks internal consistency, or it mischaracterizes contemporary social conditions, or it is unlikely to lead to democratic outcomes, one is left with the challenge to construct an alternative policy statement which will meet these demands of adequacy. This may entail taking a retroductive[33] step and forging new explanatory hypotheses, new basic assumptions, and new criteria for a more appropriate policy. (See Figure 3)

FIGURE 3: EDUCATIONAL POLICY ANALYSIS[b]
(A Three-Tiered Model)[34]



INQUIRY STEPS:

DESCRIPTIVE ANALYSIS

FIRST TIER: What changes in the present situation are anticipated as a result of the operational application of the policy?

What selective processes, procedures, and techniques are to be utilized in the attainment of the ends?

What resources and instruments, material and otherwise, such as money, knowledge, political support, organizational capacity, administrative, curricular and instructional designs, and instructional materials, are identified as needed to carry out the policy?

SECOND TIER: What rules of correspondence (historical, socio-cultural, political, economic, psychological, and other criteria) have been constructed or utilized for the policy statement or are implied by the ends-means-methods selected?

THIRD TIER: What sets of propositions or uninterpreted postulates are stated within the policy formulation or are implied by the criteria and ends-means-methods which have been selected?

[b] The questions associated with each tier of the analysis should be considered as suggestive rather than exhaustive.

What metaphysical, axiological, and epistemological commitments are stated or implied?

What conception of human nature and the good society are stated or implied?

To which philosophic position or positions are these postulates most closely allied?

CRITICAL EVALUATION

FIRST TIER: Are the ends reasonable given present social conditions?

Are the ends consonant with democratic ideals?

Are the methods suggested apt to lead to the ends desired?

Is the methods-ends continuum logically consistent?

Are the methods to be employed consonant with democratic ideals?

Are the methods reasonable given present social conditions?

Are the means necessary and/or sufficient given present social conditions and democratic ideals?

Is the relationship of ends-means-methods logically consistent?

What are the probable socio-educational consequences likely to result from the application of these ends-means-methods given present social conditions?

Are these consequences likely to be positive or negative?

SECOND TIER: Are the rules of correspondence logically consistent with the basic assumptions upon which the policy statement rests?

Are the rules of correspondence consistent with one another?

Are the rules of correspondence consistent with the ends-means-methods identified?

Are the rules of correspondence adequate educationally?

Do the rules of correspondence accurately reflect the reality of contemporary social conditions?

Are the rules of correspondence realistic? (Note: Consider the role of the school and current social conditions.)

Are the rules of correspondence consonant with social science information, historical precedent, and democratic ideals?

What are the likely socio-educational consequences of their application?

Are these consequences likely to be positive or negative?

THIRD TIER: Are the propositions or uninterpreted postulates which are stated or implied within the policy formation logically consistent with one another?

Are these propositions compatible with democratic ideals?

What are the probable socio-educational consequences of their application?

Are the consequences likely to be positive or negative?

SPECULATIVE ANALYSIS

NEW THIRD TIER: If the basic assumptions under investigation are in any way inadequate, are there new assumptions that could be constructed which would meet the standards of adequacy set for the analysis? (Retroduction)

NEW SECOND TIER: What new rules of correspondence would relate the new assumptions to the educational arena and to contemporary social conditions?

NEW FIRST TIER: What new ends-means-methods would logically flow from the newly built basic assumptions and criteria?

How would they meet the demands of adequacy set for the analysis of the relationship among contemporary social conditions and democratic values?

Are they likely to result in the socio-educational outcomes desired?

From a social foundations point of view educational policies are constructed as mechanisms for achieving values in light of social conditions. The adequacy of the values selected and as complete an understanding of the social conditions extant would, therefore, be areas of concern for social foundations inquiry. The policy is analyzed in terms of the society we now

have and also on the basis of a conception of an ideal society. Criteria of adequacy for educational policies are, thereby, determined on the basis of an integrated multidisciplinary description of present social conditions combined with principles chosen from a particular philosophic base (or on the basis of a newly constructed framework) and in light of the school's role in the development of the kind of future society envisioned within the framework chosen.

Social foundations inquiry can make fruitful use of democratic criterion values, history, and the social science disciplines in heeding George S. Counts' call for a profound analysis of social conditions and the relationship of educational policy to social action.[35] Descriptions of social conditions vary from discipline to discipline, and even within disciplines, as differing perspectives are employed in the collection and analysis of data. Further, the social foundations analyst is aware that very often anthropologists, sociologists, political scientists, economists, and social psychologists have focused on the same area of concern. However, they rarely refer to one another's work in their research, preferring to cite their disciplinary brethren rather than those from other disciplines. Devoid of these parochial tendencies the social foundations analyst, in order to make meaningful judgments concerning the efficacy of educational policy, may employ an integrated multidisciplinary approach. This often leads to insights not garnered by more restricted vision.

The social foundations enterprise is educational in nature. It involves a unique method and distinct models of action, explanation, and description. It focuses on a specifiable scope of inquiry. Its concern is uniquely educational. It is not merely applied social science although it subsumes

social science disciplines. It involves critical inquiry into alternative models, methods, and theorems and the nurturing of conceptual invention within the values -- social conditions -- educational policy context. Social foundations, so viewed, is a distinctive field of study within the discipline of education which utilizes a distinctive methodology and focuses on a distinctive area of content.

FOOTNOTES

[1] Michael B. Katz, From Theory to Survey in Graduate Schools of Education," Journal of Higher Education 37,6(June 1966):326.

[2] John Dewey, "Pedagogy as a University Discipline," University Record (University of Chicago) I(September 18, 1896):353-55.

[3] W. O. Stanley, "Social Foundations Subjects in the Professional Education of Teachers," Educational Theory 18(Summer 1968):225.

[4] Christine M. Shea, Peter A. Sola and Alan H. Jones, "Examining the Crisis in the Social Foundations of Education," Educational Foundations 2(Spring 1987):47-57.

[5] Steve Tozer, "Toward A New Consensus Among Social Foundations Educators," 7,4(Fall 1993):6.

[6] David E. Washburn, "Reinventing The Social Foundations of Education: A Reply to Steve Tozer," 7,4(Fall 1993):72.

[7] see Sol Cohen, "The History of the History of American Education, 1900-1976: The Uses of the Past," Harvard Educational Review 46,3 (August 1976):298-330. George Sylvester Counts, The Social Foundations of Education (New York: Charles Scribner's Sons, 1934). Richard L. Derr, "Social Foundations as a Field of Study in Education," Educational Theory 15,2 (April 1965): 154-160. Mary Anne Raywid, "Social Foundations Revisited," Educational Studies 3 (1972): 71-83. Harold Rugg, Foundations for American Education (New York: World Book Company, 1947). Harold Rugg and William Withers, Social Foundations of Education (New York: Prentice Hall, Inc., 1955). Steve Tozer and Stuart McAninch, "Social Foundations of Education in Historical Perspective," Educational Foundations 1,1 (Fall 1986): 5-32.

[8] see Marc Belth, Education As A Discipline (Boston: Allyn and Bacon, Inc., 1965). John B. Carrol, "The Place of Educational Psychology in the Study of Education," in The Discipline of Education, ed. John Walton and James L. Kuethe (Madison: The University of Wisconsin Press, 1963), 101-19. James Deese, "The Nature and the Uses of the Study of Education," Ibid., 163-83. John Dewey, "Pedagogy as a University Discipline," University Record (University of Chicago) I (September 18, 1896); 353-55. Walter Feinberg, "Educational Studies and the Disciplines of Educational Understanding," Educational Studies 11,4 (Winter 1980): 375-91. George F. Kneller, "Establishing Education as an Autonomous Discipline," AESA News and Comment XIV (March 1985): 5-10. James L. Kuethe, "Education: The Discipline that Concern Built," op. cit., ed. Walton and Kuethe, 73-84. William H. Payne, Contributions to the Science of Education (New York: American Book Company, 1886). Kingsley Price, "Discipline in Teaching in Its Study and in Its Theory," op. cit., ed. Walton and Kuethe, 23-40. Robert E. Roemer and Marian L. Martinello, "Divisions in the Educational Professoriate and the Future of Professional Education," Educational Studies 13,2 (Summer 1982): 203-23. Wayne J. Urban, "Social Foundations and the Disciplines," Teachers College

Record 71,2 (December 1969): 199-205. John Walton, "A Discipline of Education," op. cit., ed. Walton and Kuethe, 3-16. John Walton, "The Study of Education: Prisoner of Metaphor and Synecdoche," Educational Studies 5,3 (Fall 1974): 103-10.

[9] see Clive Beck, "Educational Studies and the Cult of Specialization," Educational Studies 5,4 (Winter 1974-75): 189-96. Norman R. Bernier and Averile E. McClelland, "Foundations of Education: Toward a Generative Model," Journal of Teacher Education 33,3 (May/June 1982): 8-15. Elmer Eason, "Sociology of Education is Not Enough," Journal of Educational Sociology 35,3 (November 1961): 141-43. Ronald G. Jones, "Towards the Integration of the Foundations of Education," Educational Theory 13,2 (April 1963): 74-83,94. Raywid, loc. cit. Tozer and McAninch, loc.cit.

[10] see Archibald W. Anderson, Kenneth D. Benne, Foster McMurray, B. Othaniel Smith and William O. Stanley, The Theoretical Foundations of Education (Urbana, Illinois: Bureau of Research and Service, College of Education, University of Illinois, 1951). Charles J. Brauner, American Educational Theory (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1964), 198-223. Harry S. Broudy, "The Role of the Foundational Studies in the Preparation of Elementary Teachers," in Foundation Studies in Education ed. Gillet and Laska, (Metuchen, New Jersey: The Scarecrow Press, Inc., 1973), 149-161. R. Freeman Butts, "Reconstruction in Foundations Studies," Educational Theory 23 (Winter 1973): 27-41. Cohen, loc. cit. Counts, loc. cit. Derr, loc. cit. Raywid, loc cit. Sheilds, 1969, loc. cit. W. O. Stanley, "Social Foundations Subjects in the Professional Education of Teachers," Educational Theory 18 (Summer 1968): 224-36. Tozer and McAninch, loc. cit.

[11] Anderson, Benne, McMurray, Smith and Stanley, loc. cit., iv.

[12] Steve Tozer, loc. cit., 16.

[13] Belth, loc. cit.

[14] Ibid., 15.

[15] Ibid., 59.

[16] Ibid., 12.

[17] Derr, loc. cit.

[18] Ibid., 157.

[19] Ibid., 157.

[20] Ibid., 158.

[21] Steve Tozer and Stuart McAninch, "Social Foundations of Education in Historical Perspective," Educational Foundations 1,1(Fall 1986):5-32.

[22] George Sylvester Counts, The Social Foundations of Education (New York: Charles Scribner's Sons, 1934).

[23] Ibid., 9.

[24] Ibid., 532-33.

[25] For a discussion of education as a distinctive discipline for democracy see, Ephraim Vern Sayers and Ward Madden, Education and the Democratic Faith (New York: Appleton, Century-Crofts, Inc., 1959). For an illustrative analysis of educational policy from this frame of reference see, David E. Washburn, Democracy and the Education of the Disadvantaged: A Pragmatic Inquiry (Portland, Oregon: Lewis and Clark College, 1971).

[26] Ratner, Joseph (ed.). Intelligence in the Modern World: John Dewey's Philosophy (New York: Random House, 1939),400.

[27] Villeman, Francis T. and Nathaniel Champlin, "Frontiers for an Experimentalist Philosophy of Education," in Readings in Art Education, eds. Elliot W. Eisner and David W. Ecker (Waltham: Blausdell Publishing Company, 1966),453.

[28] Sidney Hook, Reason, Social Myths and Democracy (New York: The John Day Company, 1940),295.

[29] Byron F. Radebaugh, "A Preface to the Development of a Democratic Ethic" (Paper presented at the Annual Convention of the American Educational Studies Association, Pittsburgh, November 8, 1992):4-6.

[30] Ernest Nagel, The Structure of Science: Problems in the Logic of Scientific Explanation (New York: Harcourt, Brace and World, Inc., 1961),91-104.

[31] Philosophy of Education Society, "The Distinctive Nature of the Philosophy of Education," Educational Theory IV,1 (January 1954): 1-3.

[32] Ibid., 3.

[33] Charles Sanders Peirce defined retroduction as a process of reasoning which is characterized by a revisitation of the basic assumptions and criteria upon which a conclusion rests. Through careful and judicious reflection the assumptions and criteria are modified in such a way that a new conclusion is reached. The new conclusion is more rational, or closer to observed facts than the original. See Justus Buchler, ed., Philosophical Writings of Peirce (New York: Dover Publications, 1955),150-156.

[34] I am indebted to T. Frank Saunders, professor of philosophy of education at the University of Arizona, for introducing me to the concept of a three level approach to inquiry. Variations of three level approaches were applied to the teaching of social studies by Bernice Goldmark, Social Studies: A Method of Inquiry (Belmont, California: Wadsworth publishing Company, Inc.,

1968) and to an analysis of educational policy for the "disadvantaged" learner in Washburn, 1971, loc. cit.

[35] Counts, op. cit., 1-6.

ANNOTATED BIBLIOGRAPHY

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The Foundations of Education is a derivative field of study which utilizes the models, methods, and theorems of history, philosophy, sociology, anthropology, religion, political science, economics, psychology, comparative and international education, educational studies, and educational policy studies. The shared orientation of foundations scholars includes the development of interpretive, normative, and critical perspectives on education, including non-schooling enterprises and a deep concern for present circumstances, events, and conditions to the end of examining and explaining educational policies and practices.

Appleton, N. "A Modular Approach to Foundations of Education." Journal of Teacher Education. 26,3(Fall 1975): 249-253.

All major issues in education must be viewed and interpreted within the framework of democratic pluralism.

Bartos, R. and Souter F. "What Are We Teaching in Educational Foundations?" Journal of Teacher Education. 33,2(March/April 1982): 45-47.

In a survey of teachers of introductory courses in education there was agreement that topics of history, current issues, the teaching profession, school organization and administration, educational philosophy, and society and culture should be included.

Best, J. H. "Death, Taxes, and Politics of Education: The Field of Educational Studies in Relation to Policy Studies." Educational Studies, 9(Winter 1979): 391-399.

Research in educational studies is likely to find some direct application as the mission of the field is in the clarification of issues, the maintenance of a standard of rigor and honesty of scholarship to the end of influencing politics and policy in education.

Beyer, L.E. and Zerchner, K.M. "Teacher Training and Educational Foundations: A Plea for Discontent." Journal of Teacher Education. 33,3(May/June 1982): 18-23.

The foundations of education recognize the political nature of schooling and deals with the development, functions, and

consequences of schooling. These concerns necessarily involve questions regarding the social dimensions of education, especially the role of schools in the wider social order, and hence general questions of a normative and ideological sort.

Browde, J. "Educational Foundations: A Dynamic Approach." Contemporary Education. 45,1(Fall 1973): 16-18.

An integrative, thematic approach which includes the psychological foundations should be utilized in foundational studies.

Conrad, D., Nash, R., and Shuman, D. "Foundations of Education: The Restoration of Vision to Teacher Preparation." Educational Theory, 23(Winter 1973): 42-55.

The foundations of education should provide interdisciplinary illumination of the myriad issues and problems confronting contemporary education.

Dennis, L. J. "Presentism and Sensationalism: Challenges to Educational Foundations." Peabody Journal of Education, 54,2(January 1977): 79-81.

Within education we have come to confuse technique with substance. Educational foundations provides a wider view of education based on a knowledge of the power of culture, of ideology, and history. This view is needed if we are to deal effectively with the enormous problems engulfing us.

Gillet, M. and Laska, J.A. (eds.). Foundation Studies in Education. Metuchen, NJ: Scarecrow Press, 1973.

In this book of readings on the nature of foundations of education, the editors assume that foundation studies represent an academic or scholarly field. They define "field" as an organized area of inquiry and/or teaching. They contrast an "academic" or "scholarly" field with a "professional" one. The readings explore the academic field devoted to the study of the social institution of education and to education as a societal process. The two major conceptions of the field which emerge are one based on an academic model patterned after other institutional fields such as political science (which the editors call the "educational studies" approach) and another which sees the scholarly study of education as dependent on the established academic disciplines (the "dependent foundations approach").

Greene, M. "Challenging Mystification: Educational Foundations in Dark Times." Educational Studies, 7(Spring 1976): 9-29.

There must always be a place in teacher education for the foundations specialists whose main interest is in interpreting the social, political, and economic factors that affect and influence the process of education. The disciplines utilized in foundations inquiry provide constructs made available to schematize the stock of knowledge at hand and are used to interpret social reality. At the heart of the foundation approach is qualitative inquiry which challenges what is taken for granted and aids in the construction of a democratic, emancipatory pedagogy.

Greene, M. "Contexts, Connections and Consequences: The Matter of Philosophical and Psychological Foundations." Journal of Teacher Education, 32,4(July/August, 1981): 31-37.

Teachers must be empowered to become reflective thinkers who grapple with fundamental questions of values, moral principles, and norms, for they are responsible for trying to bring democracy into being and articulate the shared norms of our society: justice, equality, concern, freedom, mutuality, rationality, and decency.

Jones, A.H. "The Educational Foundations: An Interpretive, Normative, Critical Force in Teacher Education." Journal of Teacher Education, 33,3(May/June, 1982): 35-37.

The foundational studies use the interpretive, normative, and critical skills which connect educators to the identity of their profession.

Laska, J.A. "Current Progress in the Foundations of Education." The Teachers College Record, 71(December 1969): 179-186.

The foundations of education field has tended to split apart along the lines of the supportive disciplines. Educational studies is a better designation for the academic study of education than.foundations of education.

Laska, J.A. "Basic Topics in the Field of Educational Studies." Educational Studies, 5(Fall 1974): 99-101.

The "foundations of education" approach delimits the major topics of the field on the basis of the established humanistic and behavioral science disciplines. The "educational studies" approach, on the other hand, considers the academic study of education to be either an actual or potential academic discipline with the subject categories

for the field involving educational topics rather than labels derived from other disciplines.

Lipkin, J.P. "The Nature and Purposes of Educational Foundations Studies." Journal of Teacher Education, 21(Winter 1970);486-488.

The principle focus for foundational study is the relationship between education and the social order. This study is not a discipline in the conventional sense, but utilizes the findings and methods of history, philosophy, and the social sciences. Foundations scholars must demonstrate an actual concern for policy.

Lucas, C.J. "Special Section: Social Foundations Texts." Educational Studies, 15(Winter 1984): 365-372.

In the 1950's "social foundations" as developed by William O. Stanley and others at the University of Illinois became an alternative conceptualization of foundational studies which was more integrative and synthetic than anything conveyed through the discipline-dependent foundational areas. Although the nature of the social foundations of education remains problematic, certain defining characteristics are apparent. They include: a contemporaneous focus; preoccupation with policy questions; the reciprocal influence or interaction

between education and the social order; and, an interdisciplinary emphasis drawing from social philosophy and some combination of the social sciences.

Lucas, C.J. "Why Teacher Education Needs Educational Foundations Courses." Teacher Education Quarterly, XI(Spring 1984): 7-13.

The foundations of education contribute an array of multi-tiered perspectives on the theories that undergird methodology and on the assumptions that control theory and practice. Foundational study helps develop teachers who bring critical, normative, and analytical perspectives to their work.

McDowell, D.W. "The Comparative Imperative for the Social Foundations Education of Prospective Teachers." Educational Studies, 8(Fall 1977): 231-239.

"The social foundations component to undergraduate teacher education serves as both a theoretical foundation for subsequent methodological components and an integrative and interpretive prospective for the overall program. It has variously employed several social science disciplines -- normally history, philosophy, sociology, economics, and anthropology -- and as such can and does claim to be inter-disciplinary. Social foundations courses represent the

interface between the pedagogical training (methods, curriculum, practice teaching) and the broader liberal arts education for teachers." (231).

Nash, R.J., Shuman, D.A., and Conrad, D.R. "Can Foundations of Education Survive? Grappling With Our Death Wish." Journal of Teacher Education, 28,1(January/February 1977): 4-7.

The foundations of education battle has been between those who viewed foundational studies as liberal disciplines and those who perceived the field as functional. The academics fought for rigor and purity while the functionalists fought for societal reconstruction and a problems orientation.

Nash, R.J. and Agne, R.M. "Beyond Marginality: A New Role for Foundations of Education." Journal of Teacher Education, 33,3(May/June 1982): 2-7.

The internecine struggle over the nature of the foundations of education prevented foundations faculty from dealing with organizational and political questions being raised by students, colleagues from other departments, and administrators. The survival of the field hangs in the balance. The national organization for foundations scholars (The American Educational Studies Association) has attempted to incorporate all the traditionally dissident foundational

groups within its ranks. Unfortunately this has resulted in the maintenance of a chaos of perspective. Since foundational studies are the background of professional education without whose presence professional development deteriorates into a rapid training devoid of purpose, soul, or theoretical rigor, those involved in the field must maintain its integrity by upholding standards which define criteria for what courses are foundational and the type of training needed to qualify as foundations instructors. The foundations presence in the overall life of the college must be increased and the maintenance of an analytic, questioning approach to educational problems within foundations courses should be encouraged.

Newsome, G.L. "Social Foundations of Education: Where Do They Stand?" Educational Philosophy and Theory, 3(1971): 19-27.

Social foundations courses are not courses in the social sciences, but are education courses. Their nebulous characteristics, moralistic and doctrinal aspects, general impotency, uselessness as introductions to more specialized courses, and their failure as advanced interdisciplinary studies, leaves no place for them in teacher education.

Orteza y Miranda, E. "Introduction to Educational Foundations." Educational Theory, 24(Summer 1974): 230-246.

Foundational questions are abstract or theoretical, have broad application to many situations, draw upon data in more than one field for their solution, have potential for generating new data, and are problems in education rather than any other discipline. However, since there is no foundational methodology or body of knowledge claims educational foundations is not a subject matter.

Perdew, P.W. "What Are the Foundational Questions?" Teachers College Record, 71(December 1969): 217-224.

The foundational questions can be utilized to organize programs in teacher education. The selection of theory arises as one contemplates practice and practical decisions.

Popp, J.A. "On the Autonomy of Educational Inquiry." Educational Studies, 5(Winter 1974-75): 197-204.

The analysis and evaluation of policy is of focal concern and provides the organizing structure for the foundationist. A multi-disciplinary approach is utilized with the standards for what is to be selected from the disciplines being the practical problems themselves. The methodology is taken from the various disciplines. Educational foundations is not a discipline but a teaching area. However, although both scientific and philosophic educational research constitute the

foundations of practical educational inquiry, the conjunction of science and philosophy is not sufficient to allow deductions of what one should do. Therefore, further methodological study and construction is needed.

Quillen, I.J. "Education of Teachers: Social Foundations." In Society and the Schools: Communication Challenge to Education and Social Work, edited by R.H. Beck. New York: National Association of Social Workers, 1965, 67-85.

Social foundations is concerned with the contributions of all the social sciences to an understanding of the interaction of educational institutions and the larger society. Specialists in the field should be competent in both the social sciences and professional education.

Raywid, M.A. "Social Foundations Revisited." Educational Studies, 3(1972): 71-83.

Social foundations makes the claim that the demands of policy formulation span several disciplines and that many descriptive claims involved in policy determination are actually descriptive judgments. The integrational nature of the field calls for considerable self-consciousness about method. Social foundations inquiry involves weighing social considerations in arriving at educational policy. Global

social policy and ideology within the contemporaneous situation, therefore, is of concern.

Shapiro, H.S. "Beyond Theory or Practice: Towards a New Foundations of Education." Journal of Instructional Psychology, (December 1982): 159-167.

Teaching is an activity that is inseparable from the process of constructing a social reality or world-view for students. The foundations of education should utilize a critical-existential framework for analyzing our own subjective experiences as they relate to the wider social and historical context in which they occur -- a vehicle for self-discovery and an interdisciplinary exploration of American society and culture.

Sheilds, Jr., J.J. "Social Foundations of Education: The Problem of Relevance; An Essay Review." Teachers College Record, 70,1(October 1968): 77-87.

Social foundations scholars should be adept enough in the entire range of disciplines represented in the humanities and social sciences that they can integrate the research findings related to education into a coherent and systematic body of knowledge. The disciplines should be utilized so as to serve the scholarly needs of education. Social foundations texts

should embody this focus and devote some time to a discussion of education as an academic discipline which establishes the intellectual boundaries of education, both theoretical and methodological.

Sheilds, Jr., J.J. "Foundations of Education: Relevance Redefined." Teachers College Record, 71,2(December 1969): 187-198.

A framework for structuring social foundations inquiry includes: (1) an analysis of the model of man implied in prevailing educational practices, (2) the testing of this model against the ideals reflected in the democratic tradition, and (3) an analysis of these ideals in terms of their relevance in today's world. Beyond this, there is the search for the means of translating the more relevant ideals into educational policy and practice in light of contemporary social conditions.

Wagoner, J.L. "Should There Be Life After Death? The Case of Foundations of Education." Educational Studies, 7(Spring 1976): 1-7.

The integrated approach to foundations of education was initiated at Teachers College, Columbia University in 1934 with the introduction of Education 200F and the subsequent

publication in 1941 of the two-volume Readings in the Foundations of Education. Foundations scholars have tried to provide prospective teachers and administrators with critical perspectives on the conditions and problems of the society which they and their schools are a part.

Warren, D.R. "What Went Wrong With the Foundations and Other Off Center Questions?" Journal of Teacher Education, 33,3(May/June 1982): 28-30.

The foundations represents an amalgam of discipline and issue-oriented approaches in teacher education. Although not at the center of teacher education, it enhances students' preparation for a profession which demands more than classroom performance.

Warren, D.R. "Educational Foundations and Public Knowledge." Journal of Thought, XVIII(Summer 1983): 3-11.

The proper subject matter of social foundations is public knowledge. Questions about equality, justice, intellectual liberty, and racism, for example, pose conceptual problems that point beyond themselves to matters of policy and ethics. As social conditions change educational policy and practice must be adjusted compelling foundations scholars to be

interested in all aspects of education and to participate in its design, governance, and accreditation.

Weaver, J. F. "An Analysis of Social Change." Theory Into Practice, 12,1(February 1973): 44-53.

Social foundations has the task of examining the data and assumptions of social science to determine their congruence or incongruence with educational theory, goals, policy and practice. It should point out any incongruities which might exist between assumptions about human beings and society in social research as contrasted with specific educational contexts. All foundational questions ultimately deal with what is at stake socially in any given educational goal, policy, or practice. In order to do this a social foundations person should know at least one social science, have competence as a philosopher, and a thorough knowledge of educational theory and practices. The social foundations practitioner asks questions similar to those of a philosopher of social science except that they have to apply to educational contexts at the point where education relies upon social data.

Williams, J.E. "They Train Lions, Don't They?" Journal of Teacher Education, 33,3(May/June 1982): 31-34.

The foundations area, by studying schooling within a social context and by analyzing the problems from an interdisciplinary approach, provides an excellent opportunity to promote critical thought. By analyzing the problems of schooling within a social context one may gain a comprehensive understanding and thus make more reasonable and humane judgments concerning policy decisions and personal behaviors.